Heath Occupations and Practical Nursing

Cycles included in report:
Cycle #3  8/1/14 to 7/31/15
1 Program Summary

Name of Department: Health Occupations and Practical Nursing

Contact for Program Review: Jane Zaccardi MA, RN, GCNS-BC
(913) 469-2383 jzaccard@jccc.edu
Office: OHEC 221F Box: 66

The Health Occupations (HOC) and Practical Nursing (PN) Department offers two separate and distinct program areas; and, one course, HC 130: Medical Terminology for Healthcare Professions, which is not related to, or required by either area. This summary will provide a brief overview of each of these.

The Health Occupations Department offers several short-term certificate programs, certified nurse aide, certified medication aide, and home health aide; and, two skills update courses, certified nurse aide refresher and certified medication aide update. These courses are developed, approved, and regulated by the Health Occupations Credentialing (HOC) Department of the Kansas Department of Aging and Disability Services (KDADS). Classes are offered at the Olathe Health Education, Lawrence Centennial School, the Eudora High School Technical Center, Broadmoor Technical Center, and Blue Valley CAPS. In addition to generic community college students, classes are offered for the following high school districts: Olathe North, Blue Valley, Eudora, Gardner-Edgerton, and Shawnee Mission.

Senate Bill155 has increased the demand for Certified Nurse Aide courses by our high school partners, and the department has successfully increased enrollment of high school students. In addition, the department works with the Adult Basic Education to ensure that seats are available to GED students seeking entry-level employment in healthcare. Clinical experiences for the certified nurse aide and certified medication aide students are conducted at the following skilled nursing facilities: Pioneer Ridge in Lawrence; Medicalodge in Eudora; Medicalodge in Gardner; Garden Terrace Care Center in Merriam; Lakeview Retirement Village in Lenexa; and, Evergreen Retirement Community, Aberdeen Village, and Good Samaritan Nursing Center in Olathe.

According to the Bureau of Labor Statistics Occupational Outlook Handbook 2013, overall employment of nurse aides, psychiatric aides and home health aides is projected to grow approximately 21% between 2012 through 2022. Home Health Aides are expected to gain jobs more quickly than other types of aides as the demand for in-home care of an aging population grows. The demand for nurse aides in assisted living facilities and skilled nursing facilities is also anticipated to grow more quickly than the demand for nurse aides in a hospital setting as financial incentives drive hospitals to discharge patients as soon as possible to less expensive care settings.

Health Occupations faculty include one full-time associate professor (7.7%), and twelve adjunct faculty members (92.3%). Several C.N.A. classes are taught through College Now by High School instructors with JCCCs program director serving as course supervisor as required by KDADS. In addition to being a resource person to the College Now faculty, the program director must complete and/or coordinate competency checks for 20 to 70 high school C.N.A. students per semester. Qualified nurse aide instructors and medication aide instructors are very difficult to find not only because of a shortage of instructors, but also because they must be approved by KDADS. Qualifications include two years of experience as a registered nurse; and, the equivalent of at least one year full time employment in a long term care facility. C.N.A. and CMA instructors must file a detailed course content and schedule form for each section taught as required by KDADS; and, finalize arrangements for clinical experiences for their students. Instructor to student ratio for C.N.A. must be maintained at 1 to 10; and, for CMA 1 to 6 for the clinical portion of the courses. This limits class sizes.

Support staff for Health Occupations includes a part-time temporary evening receptionist, and a full-time administrative assistant. In addition to JCCCo procedures for course catalogs and enrollment, applications for course approval must be submitted to KDADS for each of the Nurse Aide, Medication Aide, Home Health Aide, refresher and update courses. Health occupations staff must put together a packet of documents for each of these courses which include applications for state testing, student health forms, competency check lists, information about state and federal regulations pertaining to the programs, student name badges to be worn at clinical facilities, and consent forms for release of information. The administrative assistant must electronically register each of the certified nurse aide and home health aide students with KDADS nurse aide registry; must serve as the proctor for the state certification exam; and must collect and track compliance with CPR certification, TB testing, and,
These programs contribute to the mission and goals of the college by focusing on vocational department of allied healthcare programs on campus, though it is not required for any of the programs within this and one section is offered on Saturdays at OHEC. This course is a pre-requisite course for a number are offered on the main campus in the evening, three sections are offered during the day at OHEC, three adjunct faculty who teach this course. Three sections Handbook with each new cohort.

The department has also offered an IV Certification Course for LPNs. This course prepares Licensed Practical Nurses for an expanded role. The designation of IV Certified is added to their nursing licenses after successful completion; and, students are awarded continuing education credits towards relicensure. The department decided in fall 2014 to temporarily suspend offering this course due to low enrollment, difficulties securing a clinical site, and difficulties finding qualified instructors.

Practical nursing classes are held at the Olathe Health Education Center. Clinical experiences for PN students are conducted at a variety of different sites in Johnson County including at skilled nursing facilities such as Villa St. Joseph, Good Samaritan, Evergreen, Aberdeen Village, and Garden Terrace; acute care facilities including Olathe Medical Center and Promise Hospital; a Mental Health Facility, Medicalodges in Gardner; and, several doctors offices including OMSI, Family Health Group, and College Park Family Care. Competition for clinical placements for our students has become increasingly difficult due to the growth in the number of seats available in nursing programs in the Kansas City metropolitan area. RN Programs get preferential consideration for clinical practicums over the PN students. Obstetrics and pediatric rotations are particularly scarce. PN Maternal-Child Clinical course objectives are currently met entirely through Skills Lab, Simulation Lab, a rotation at Head Start, and observation experiences. The Bureau of Labor Statistics anticipates an employment growth of approximately 16% for LPNs especially in practice settings outside of the hospital with the largest growth occurring in home health agencies, outpatient facilities, and skilled nursing facilities. Faculty resources for the PN Program include four full time faculty positions (31%), one full-time temporary faculty position for the Simulation Lab (shared with the Respiratory Care Department), and nine adjunct faculty positions (69%). The work load for the practical nursing faculty is demanding. Day classes usually meet from 8:30am to 3:30pm on Monday and Tuesday, and from 8:30am to 11:30am on Friday. In addition, lab or clinical sessions are conducted fifteen hours per week on Wednesday and Thursday. Evening/weekend classes are held Monday through Thursday evenings from 5:00pm 9:00pm with clinical every other weekend for fifteen hours per weekend. Day adjunct professors provide lab and clinical instruction only. Evening adjuncts provide up to 85% of the classroom instruction for the evening program. The PN class schedule and the workload of PN faculty limits the time available to develop innovative instructional strategies, or to engage in research. The documented nursing shortage has a deleterious effect on finding qualified faculty for the PN Program. KSBN requires that PN faculty have a minimum of a BSN. A majority of the PN faculty at JCCC hold a Masters degree.

Support staff for this program consists of one full time administrative assistant for the PN Program who has additional duties related to the HC 130 classes. PN students must complete a criminal background check, drug screen, purchase liability insurance and submit proof of certification in Basic Life Support for Healthcare Providers and as a C.N.A. There are substantial health and wellness requirements for these students as well. The administrative Assistant is responsible for collecting, filing and tracking documentation of compliance with these requirements by students. In addition, the administrative assistant has duties related to the application and selection process for the program, graduation, student recruitment, and updating the PN Student Handbook with each new cohort.

HC 130: Medical Terminology for Healthcare Professions is a course that was added to this department in the fall of 2012. There are three adjunct faculty who teach this course. Three sections are offered on the main campus in the evening, three sections are offered during the day at OHEC, and one section is offered on Saturdays at OHEC. This course is a pre-requisite course for a number of allied healthcare programs on campus, though it is not required for any of the programs within this department.

These programs contribute to the mission and goals of the college by focusing on vocational
certification programs that meet identified community needs. They prepare students to enter the workforce in vital healthcare positions. Health Occupations and Practical Nursing staff and faculty strive to offer high quality programs that prepare trained staff for community health care facilities. Faculty and staff are accountable to our stakeholders. Community needs are addressed at the advisory committee meetings twice a year. In addition to this, the director, faculty and staff are sensitive to communication of needs that occurs formally and informally.

1.1 Degree Offerings
Not applicable

1.2 Certificate Offerings
Certificate Offerings
VOC/PRCTNURS Practical Nursing Certificate (366A-for full-time students)
VOC/PNURSPT Practical Nursing Certificate (368A-for part-time evening students)
Certified Nurse Aide (3530)
Certified Medication Aide (3560)
Home Health Aide (3580)
Certified Nurse Aide Refresher (3540)
Certified Medication Aide Update (3600)
IV Therapy for LPNs (3640)

2 Program Resources
The college has provided ongoing support toward growth of these courses and programs as evidenced by the collaboration with Olathe Medical Center in the construction and development of the Olathe campus. Designated counseling staff assists students with formulating plans to pursue a health career. Olathe Health Education Center students are eligible to take advantage of all the student support services available on the main campus. Faculty is aware of these services through the Student Advising Handbook; and, information about Learner Engagement and Student Services are posted throughout the campus. Many of our students, however, fail to fully utilize the services at the main campus. Time, transportation and parking issues are among the most frequently cited reasons for under-utilization of services on the main campus. It had been hoped that the new Olathe campus would provide some of these services on a routine, regular basis.

3 Reflection on Institutional Data
In reviewing the data provided by Institutional Research in the Program Summary, we identified a major concern regarding grouping the Practical Nursing Program, Health Occupations Program, and the Medical Terminology Course under the same organizational number 1243. As a department we track costs for each of these areas separately (see attached documents) as the resource needs vary widely among them. We met with Institutional Research in October 2014 in an attempt to develop a better understanding of the formula used to calculate cost per credit hour for practical nursing and health occupations.

We are still confused about the process used to isolate expenses per program since all expenditures for the department are tied to one cost center (1243). IR was not able to articulate how they distributed the cost for ITPs, capital expenditures, and supplies between those two distinct program areas. In addition, the medical terminology faculty was listed as being part of the practical nursing program. Therefore, the cost of their salaries and benefits were included in expenditures for practical nursing. Since medical terminology for healthcare professions is not part of the practical nursing, or the health occupations programs, we believe it is misleading to incorporate instructional expenses for those courses within either of these program areas. Therefore, we have attached a roster delineating faculty
The college has provided ongoing support toward growth of health occupations programs as evidenced by the collaboration with Olathe Medical Center in the construction and development of the Olathe campus. These programs contribute to the mission and goals of the college by focusing on vocational certification programs that meet identified community needs. They prepare students to enter the workforce. Senate Bill155 has increased the demand for AVHO 102 from high school partners, and the department has successfully increased enrollment of high school students. Since some of the additional sections of Certified Nurse Aide are now being offered through College Now, enrollment data is not attributed to this department. This is also problematic since the College Now Certified Nurse Aide Instructors do not meet the requirements from Kansas Department of Aging and Disability Services to be course supervisors. The Program Director is identified as the course supervisor, and has specific role responsibilities relative to supervising instruction and performing competency assessments on every C.N.A. student enrolled through College Now. In addition, the department works with the GED Program to ensure that seats are available to GED students seeking entry-level employment in healthcare.

The data on course completion, success, and attrition demonstrates a pattern of student success within the department. Data on number of certificates awarded by academic year reflects declining enrollment in several program areas including the CMA update course, Certified Nurse Aide & Refresher, Home Health Aide, and IV Therapy for LPNs. With the exception of the IV Therapy course, we believe this decline is related to the growth in the number of proprietary schools in the metropolitan area offering the same courses. We currently offer the one section of the CMA update course per semester in a face to face format. Students who need to update their CMA certificate often wait until the last minute. The department is considering developing an on-line course that would be available to prospective students as a modified self-study, or course by arrangement. This course might be better suited to the continuing education department of the college. Demand for Certified Nurse Aide remains high. The decline in the number of certificates awarded through this department is also related to growth in the number of students earning this certificate through College Now. For example, in 2013 2014 eighty students earned their C.N.A. certificates through College Now. The decline in enrollment in the IV Therapy course is multifactorial. There has been a growth in the number of seats available to LPNs to bridge over to Registered Nursing. Those students do not need this course. In addition, costs associated with this course have risen due to the requirements of the clinical affiliate. In order to participate in the required eight hours of clinical students must purchase malpractice insurance, complete a criminal background check and drug screen, have a complete physical examination including a test for color blindness, and show proof of immunizations against a wide range of communicable diseases.

The Practical Nursing Program independently tracks students from application through completion. A trend that we are beginning to notice is a decrease in the number of qualified applicants. The decrease in number of applicants is believed to be related to increased capacity in Registered Nursing Programs in the metropolitan area, and to a new proprietary PN and RN Programs in this same service area. During a recent application period, eighty students took the Hesi A2 admission exam, but only thirty-nine students achieved the required cut scores. In addition, since our students move through the program as cohorts, and there are three cohorts in process at all times, enrollment, attrition, and retention data by practical nursing course is not as meaningful to us, our advisory council or the Kansas State Board of Nursing. The grading scale for the PN Program is different than the typical grading scale for the college. The minimum grade for a C in the program is 76%. To progress in the program, students must earn a 76% or higher in all theory courses, and pass all clinical courses. While the data produced by IR reflects success for the program, it does not provide a full picture of what is happening within and across cohorts. This is something we will continue to monitor within the program as we seek to continuously improve curriculum, recruitment, retention, and completion.
4 Student Success

4.1 Define Student Success

Student Success Practical Nursing Program

The mission of the Practical Nursing Program is to graduate caring, competent, and responsible practical nurses who will practice safely and effectively within the current healthcare system and are able to adapt to the healthcare system of the future. The program accomplishes this by fostering independent, self-managed, interactive learning. Student success in the practical nursing programs is measured by:

- Semester to semester retention
- Ability to read and comprehend textbooks
- Overcoming academic difficulties
- Regular attendance and punctuality
- Demonstration of skills competencies
- Satisfactory academic, skills lab, simulation lab, and clinical performance
- Demonstration of clinical reasoning and critical thinking
- Professional behaviors in class, lab, and clinical
- Program completion
- NCLEX-PN pass rate
- Student satisfaction with the program
- Employment on graduation
- Articulation to RN Bridge Programs
- New graduate perception of academic and job preparedness
- Employer satisfaction with our graduates.

In the last three years, the percentage of day students completing the program within ten months declined from 90.32% (2011-2012) to 79.31% (2013-2014), while the percentage of evening/weekend students completing the program within twenty-four months has improved from 77% (2011-2012) to 85% (2013-2014). These numbers vary from the data captured by Institutional Research as we include all students who are selected for the program, and complete the orientation session in our analysis - not just students enrolled in the first two weeks of an individual course. Faculty has noted that the economy has had a major impact on student success in the full-time program as evidenced by the number of hours/week students are employed. (See Table B in the attachment)

The NCLEX Pass rate for the past five years has averaged 94.85%. (See Table C in the attachment)

Student Success Short Term Programs

The Health Occupations Program is comprised of a number of short-term courses. Certified Nurse Aide serves as the foundation as it is a pre-requisite course for practical nursing, registered nursing, medication aide and home health aide. Student success is measured by the number completing the courses, by the state pass rates on the KDADS certification exams and the state exam for IV Therapy, and by impact on employment and/or ongoing education in health careers.

The pass rates on state certification exams for nurse aide, medication aide, home health aide and IV therapy students ranges from 98% - 100%. (Table D in the attachment shows)

Day to day success is measured by academic performance in the classroom as determined by
participation and test scores; and, clinical performance in the skills lab and clinical area. Faculty monitors progression of skill level and focus on increasing students self-confidence in the clinical setting. Students must demonstrate competency academically and clinically to pass these course and to qualify to take the state exams. High retention rates, high pass rates on state certification exams, positive feedback from the students after completion of these courses, positive feedback from facility staff and residents during the clinical portion of the courses, and positive feedback received from employers are also measures of student success.

Since the last program review we have seen a significant improvement in course completion rate in the Certified Medication Aide course from a low of 68\% (2008-2009) to the current course completion rate of 95.2\%. This is entirely due to the efforts of one adjunct instructor who has made it her personal mission to ensure that her students complete the course, and are successful on the certification exam. Pass rates in the medication aide course average at 98\% over an academic year. Course completion rates for 2013 to 2014 are displayed on Table E (see attachment).

Student Success High School College Now Certified Nurse Aide Classes

For students at the Blue Valley Center for Advanced Professional Studies (CAPS), offering the Certified Nurse Aide program embedded within the curriculum offers tremendous benefit through hands-on, authentic learning experiences in their fields of professional interest. For these future healthcare providers, the opportunity to learn basic skills and then put those skills into practice while still in high school offers a depth of learning and success far beyond what the traditional classroom can provide. Student success is measured by the number of students finding employment as CNAs, the number of students earning scholarships and internships as a result of the credential, and eligibility for preferred enrollment in post-secondary programs that require a CNA as prerequisite for admission.

Student success for Olathe North Health Careers Explorations students enrolled in CNA is impacted by the rigor, relationships and relevance which are the hallmarks of a program of excellence. Specifically student success in the C.N.A. Program is measured by:

- Accuracy of verbal and written communication
- Development of astute observation skills
- Development of skills in time management, organization, accountability, and responsibility
- Demonstration of professional behaviors including compliance with dress code, timeliness and attendance, HIPAA guidelines, and "tact" and "diplomacy" when confronted with ambiguities in the clinical setting
- Attainment of basic nursing skills
- Demonstration of empathy, compassion, and caring for a diverse population

Student Success: HC130: Medical Terminology for Healthcare Professions

Medical Terminology for Healthcare Professions was reassigned to the Health Occupations Department in fall of 2012. This course is a pre-requisite course for a number of allied health programs. All sections are taught by adjunct faculty. Most of the sections are hybrid courses. There is one face to face section offered each semester on Saturdays.

Success in this course is measured by the number of course completers, student satisfaction with the course, ability of the students to apply what they have learned to the allied health program of their choice, and success on transfer. Course completion rate is currently above 90\% (Table F on attachment), and the department has been successful in meeting demand for this offering. Faculty reports that barriers to course completion are related to an inability to get caught up with content if a student misses one or two class sessions. Specific reasons for missing class (es) include one or more of the following:

- Misunderstanding regarding attendance requirements for Hybrid courses
- Late enrollment (fall 2014)
- Personal issues (illness, transportation, death in family, finances, moving, etc.)
See the attached document for specific evidence of student success within this department.

AttachmentforStudentSuccess  [DOCX  21 KB  10/24/14]

### 4.2 Achieve/Promote Student Success

Achieving, promoting student success:

Academic Advising including
- Early identification of and intrusive advising for at risk students
- Academic advising twice each semester for all PN students
- "Success Assignments" for practical nursing students who earn < 76% on any test, or, for an unmet objective during a clinical assignment
- Male professor serves as mentor and role model for all men enrolled or interested in nursing
- Referrals as needed to services on main campus (Math Resource Center, Counseling, Career Counseling, Access Services, Food Pantry)

Frank Devocelle Student Success Center
- Faculty for office hours, one-on-one tutoring, make-up work with students
- Promote development of study groups
- Staffed, open Skills Lab sessions to work on skill attainment
- "The Dudes in Nursing" to allow male students to meet and discuss common challenges as non-traditional students

Integration of success strategies into the classroom and clinical settings
- Promote the development of study skills, time management, and organization.
- Use of Hesi Exams, Prep U, NCLEX preparation questions to assess progress, and guide remediation as needed
- Use of findings of student learning outcomes assessment projects to make purposeful changes in curriculum, or teaching strategies

Program assessment is an ongoing process that monitors and improves student learning at the program level. Every semester, the program assesses students knowledge and skills through classroom assessments measured by the academic performance of the students in online quizzes, and in-class exams. Many courses administer a comprehensive final exam to improve students learning and course outcomes. Each of these assessments is different and allows getting valuable information about student learning outcomes. The process ensures that students have the required core knowledge and skills to take higher level of courses with confidence.

### 4.3 Successful Transfer

The Practical Nursing Program is aligned with other PN programs (see attached document regarding PN Core Curriculum) across the state of Kansas. Therefore, the courses are transferable to other PN programs. In addition, the courses are consistent with the Nursing Articulation Plan in Kansas (see attached document); and, do facilitate articulation to PN - RN Bridge Programs.

Health occupations courses provide certification in areas that lead to employment. They do not transfer to other institutions. An active Certified Nurse Aide Certificate is required by all practical nursing and most registered nursing programs in Kansas. Therefore, our health occupations programs assist in matriculation at other institutions who offer these programs.

HC130: Medical Terminology for Healthcare Professions does transfer to other institutions.

NursingArticulation  [PDF  153 KB  11/3/14]
PracticalNursingAlignmentMap  [PDF  156 KB  11/3/14]

### 5 Assessment of Student Learning Outcomes

Assessment&CurriculumChart  [XLS  41 KB  9/8/14]
HOCProgramSLOQuestionFile11192014  [XLS  42 KB  11/19/14]
5.1 Reflection on table provided on assessment.

SLOA #4: Demonstrate an understanding of the broad diversity of human experience and the individuals' connection to society:

Healthcare workers will encounter and care for the elderly patient in many different types of healthcare settings. The Certified Nurse Aide Curriculum (AVHO102) is specifically geared toward the elderly population. Many students enter this course with preconceived notions about aging. This assessment explores student perceptions of aging adults on the first day of class and at the end of the course by posing the question: "When you hear the word 'elderly' what is the first thought that you have?" Answers from the first and last day are qualitatively compared to evaluate changes in perceptions. This project is underway from August 2014 through December 2014.

SLOA #6: Students will comprehend, analyze, and synthesize written, visual, and aural material:

Students enrolled in PN 145: KSPN Mental Health Nursing (Spring 2015) will be given a series of peer-reviewed, scholarly articles specific to mental health. Students will read these articles throughout the semester, summarize the content of each, and, toward the end of the semester, connect their summaries together and draw conclusions based on the connections.

Goals: students will demonstrate comprehension of complex written information, comprehend and summarize content, and make connections and draw conclusions from multiple sources. Moreover, students will demonstrate writing capability by striving for these previous goals.

SLOA #5: Research Questions: 1. What impact does exposure to frequent math computation and dosage calculation problems have on test scores and student performance in simulation?

2. Does implementing a calculator in the process of solving math problems have a positive impact on test scores?

Goals: Assist faculty in making policy decisions regarding use of calculators for dosage calculation problems during PN exams. Positively impact student learning and success with respect to dosage calculations.

5.2 Significant Assessment Findings

The student learning outcomes assessment project for AVHO 102 is in progress. There are no significant findings to report as of yet.

The student learning outcomes assessment project for PN 145 will be implemented in spring 2015.

Student Learning Assessment Project (SLOA 5) in progress for this entire academic year.

5.3 Ongoing Assessment Plans

ApplicationOutcomesAssessment Award2 [DOCX 32 KB 11/5/14]
Outcomes Assessment Progress ReportPracticalNursingProgram2014 [DOC 77 KB 11/5/14]
SLOA #4 [DOCX 16 KB 11/5/14]
SLOA 2014-2015 calculationsTitus [DOC 63 KB 11/19/14]

6 Curriculum Reflection

Health Occupations Curriculum Reflection:

CNA Curriculum is a basic framework regulated by KDADS. Curriculum was last revised in 2008.

CMA Curriculum is a basic framework regulated by KDADS. Curriculum was last revised in 2010.

HHA Curriculum is a basic framework regulated by KDADS. Curriculum was last revised in 2005. This
course is in need of revision by KDADS to reflect current industry standards. As we teach the course we provide current information regarding standards of care to supplement the required curriculum.

IV Therapy Curriculum is a basic framework regulated by KSBN Nurse Practice Act. This course is not currently being offered due to low enrollment and issues related to clinical placement. The last course offering was in summer 2014. There were six (6) students initially enrolled, but only three (3) started and finished the course.

Medical Terminology for Healthcare Professions Reflection:

HC 130: Medical Terminology for Healthcare Professionals was reassigned to the Health Occupations Department in fall of 2012. The course was revised in spring of 2012. While this course is a pre-requisite for a number of allied healthcare programs across the campus, it is not required for any of the programs within this department which makes it a stand alone offering from our perspective.

Practical Nursing Program Curriculum Reflection:

The Practical Nursing Program revision was initiated in response to student evaluations of the program regarding the sequence of courses and perceived redundancy; results of a curriculum mapping exercise completed by faculty which substantiated the perception of redundancy; to increase skill level at time of graduation in the area of physical assessment in response to employer needs; and, to facilitate articulation to an A.D.N. Bridge after graduation.

The Introduction to Practical Nursing course covers some of the same competencies contained within the Certified Nurse Aide Course, and within the Foundations of Nursing Course. Students have requested that we consider eliminating Introduction to Practical Nursing. Faculty agreed that the C.N.A. course provided the students with sufficient proficiency in basic skills needed at the start of the program.

Students also requested that we move the Gerontology Course to the first semester as they feel that it would enhance their clinical experience in the long-term care setting. Faculty agreed that offering Gerontology in the first semester would serve to enhance the student experience both in the Gerontology Course and during clinical practicum in the skilled nursing facility setting.

The Transitions to Nursing Practice Course contains content that has already been addressed in Foundations of Nursing and in Medical-Surgical Nursing II. In addition, Career Counseling on campus supports students as they begin to search for jobs, develop resumes, and prepare to interview for their first practical nursing position. This course was perceived as a nice supplement to the PN curriculum, but not essential to our mission.

The Applied Pharmacology Course has been well-received; however, it does not include sufficient content pertaining to physical assessment. Employers have indicated a need for our graduates to enter the job market with strong assessment skills. In fact, many long-term care and assisted living facilities require LPNs to provide evidence of successful completion of a stand-alone assessment course before they are permitted to perform assessments as a part of their job. Adding an assessment course will increase the skill set of our graduates, and their marketability as newly licensed practical nurses.

In order to facilitate articulation to a registered nursing program, we decided to establish a range of credit hours with respect to Human Anatomy and Physiology. For those students seeking to become career LPNs, the option will remain to take the five credit course BIOL 144: Anatomy and Physiology; while for those students who plan to bridge to registered nursing shortly after graduation, the eight credit alternative of BIOL 140: Human Anatomy and BIOL 225: Human Physiology will be accepted as pre-requisites.

Curriculum:
The revised program (effective January 2015) differs from the current program in the following ways:

1. The Anatomy and Physiology pre-requisites will allow for a range in credit hours (5 – 8 credits). Students will be permitted to take Biol 144 Human Anatomy & Physiology (5 credits); or, BIOL 140 (4
cr) and BIOL 225 (4 cr). The A.D.N. Program requires a minimum of 8 credits in Anatomy and Physiology. This change will allow students to take 8 credit hours without increasing the total number of credits for their certificate. In addition, for those students who choose to be career LPNs, the 5 credit option will remain in place.

2. PN120: Introduction to Practical Nursing (2 credits) will be eliminated from the certificate program. Students have found the content in this course to be repetitious of the content they had in the C.N.A.; and, have reported duplication of content from this course in the Foundations of Nursing Course.

3. PN160: Applied Pharmacology (2 credits) will be eliminated from the certificate program. We have developed a new course (PN170: Physical Assessment) to replace this simulation based course which faculty believes will better prepare our graduates for the workplace.

4. PN165: Transitions to Nursing Practice (2 credits) will be eliminated from the certificate. Students have found the content in this class to be redundant to information incorporated throughout the program. In addition, Career Counseling on campus supports students as they seek entry to the workplace.

5. Move PN 155: KSPN Gerontology Nursing to the first semester of program. This change is at the request of students who feel they would most benefit from the content of this course if it was offered at the beginning of the program when they are in long-term care settings for clinical. Faculty also affirms that this action will enhance both the classroom and clinical experience for students.

6. Add a new course to the certificate, PN170: Physical Assessment (3 credits). This will be primarily a lab and simulation-based course which will focus on developing stronger assessment skills in our students. We believe that adding this course to the Practical Nursing certificate will increase the marketability and success of our graduates in long-term care, assisted living, and home health settings.

7. These changes would create a range of credits for the PN Certificate of 45 - 48 credits, maintaining the requirements for a Certificate C with Kansas Board of Regents. In addition, students will be able to complete the evening program in 19 months (5 semesters) instead of 24 months (6 semesters).

6.1 Honors Contract(s)
Not applicable

6.2 New Course Offerings
PN 170: Physical Assessment for the Practical Nurse added to the revised practical nursing curriculum effective January 2015. The first course will be offered in the spring 2016. Faculty are currently working on developing a Hybrid course with face to face time for the Skills and Simulation Lab portions of this course.

7 Faculty Success Definitions of Faculty Success
Faculty success is measured by:
Participation in campus activities such as poster presentations at the "Assessment Cafe" during professional development days; and, participation in committee work.
Level of student success achieved in their courses.
Positive course evaluations.
Rapport with students, colleagues, clinical affiliates, and other stakeholders.
Course completion rates.

Success of students on certification and licensing exams.

Positive feedback about the quality of clinical instruction from our clinical affiliates.

Positive feedback from employers of our program graduates.

### 7.1 Departmental Accomplishments

Student Learning Outcomes Assessment Team Award 2013 2014

Certificate of Excellence from Kansas State Board of Nursing for NCLEX-PN Pass Rates above national average for the past five years

2012 2013 Student Learning Outcomes Assessment Mini Grant

### 7.2 Faculty Accomplishments

Faculty Accomplishments include the following:

**Practical Nursing Program:**

2013 & 2014: All PN Faculty have been involved with Poster presentations at Outcomes Assessment World Cafe

2013: Jane Zaccardi entered Ed.D. Program in Higher Education Leadership at Baker University

2014: Outcomes Assessment Team Award - Ginny Radom, David Luoma, Connie Reischman, Patty Titus, and Jane Zaccardi

2014: David Luoma earned second Masters Degree (MSN in Nursing Education); Publication Award; Extra Effort Award for formation of the Dudes in Nursing Group, Extra Effort Team Award for developing a series of student success videos, Individual Extra Effort Award for the development of a Virtual Success Center for PN students

2014: Jane Zaccardi completed an Educational Leadership Program with the National League for Nursing, and was selected as an Ambassador for the National League for Nursing

**Health Occupations Faculty:**

2014: Elizabeth Dillon - Lieberman Award nominee, March of Dimes Nurse Educator of the Year 2014 nominee, Extra Effort Team Award winner for participation in faculty videos

2013: Jane Holzrichter - Lieberman Award nominee

2012: Lisa Kobularcik earned B.S.N.

2011 - 2014: Ann Horst - Co-leader for Women's Group at her church, provides volunteer in-home assistance and meals for "shut-ins"

**Medical Terminology Faculty:**

Aftab Merchant - development of Prior Learning Assessment in Medical Terminology for healthcare professions, selected to participate in the development of exam questions for licensing board for Chiropractic Medicine

### 7.3 Innovative Research, Teaching or Community Service
2009 through 2013: Participation in the Own Your Health Now Annual Health Fair for the uninsured and under-insured

2013 2014: Common Read Project with English faculty (Henrietta Lacks)

Ongoing: Collaboration with Math Resource Center for specialized Math tutoring and review for practical nursing students

Ongoing: Collaboration with Career Counseling to offer Strengths Assessment and Training for PN students

8 Goal Setting and Action Plan

8.1 Long-term Goals

Improve academic performance (2014 - 2017) as evidenced by reduction in attrition by 5% and maintenance of current NCLEX Pass Rates.
  o KPIs: Student persistence, graduation rates, student satisfaction.
  o Actions: Affected by retention and graduation rates and success strategies.

Improve critical thinking, clinical judgment and reasoning in practical nursing students during the next three years (2014 - 2017) as evidenced by performance in simulation labs, and employer satisfaction.
  o KPIs: Student persistence, graduation rates, student satisfaction.
  o Actions: reading, pedagogical change

Recruit additional adjunct faculty to teach AVHO 102 to increase the number of offerings of this high demand class, and to better meet the scheduling needs of students.
  o KPIs: Student persistence, student satisfaction.

Recruit more men into nursing education at JCCC as evidenced by a growth of 5% in enrollment and completion of male students in health occupations courses and the PN Program (2014 - 2017).
  o KPIs: Student persistence, student satisfaction.
  o Focus on strategies specific to this goal including expansion of the "Dudes in Nursing" group to include other students on campus.

Promote sustainability of program resources (2015 - 1018)
  o KPIs: Student satisfaction
  o Focus on strategies specific to this goal including the development of a viable replacement schedule for healthcare equipment including High Fidelity Simulators, Electronic Medication Dispensing Systems, ECG Machine, Bladder Scan, Hospital beds
  o Update equipment as needed

Continue to explore and expand clinical placement options for HOC and PN students
  o KPIs: Student satisfaction.
  o Focus on strategies specific to this goal including recruiting new members to advisory committee from nursing practice, and networking with administrators of new healthcare facilities and providers in Johnson County

8.1.1 Actions/Resources Required

Improve academic performance (2014 - 2017) as evidenced by reduction in attrition by 5% and maintenance of current NCLEX Pass Rates by promoting the use of the Student Success Center, and integrating success strategies into the classroom.

Improve critical thinking, clinical judgment and reasoning in practical nursing students during the next three years (2014 - 2017) by encouraging students to increase the amount of time they spend reading; and, exploring innovative pedagogy including the use of more on-line and interactive strategies.
Recruit additional adjunct faculty to teach AVHO 102 to increase the number of offerings of this high demand class, and to better meet the scheduling needs of students by working with Human Resources on faculty recruitment.

Recruit more men into nursing education at JCCC as evidenced by a growth of 5% in enrollment and completion of male students in health occupations courses and the PN Program (2014 - 2017) by increasing the number of High School visits by David Luoma, working with the NTO (non-traditional occupations) Board, and expanding the "Dudes in Nursing" group to include other students on campus.

Develop a strategy for maintenance, repair, and replacement of costly healthcare equipment including extension of warranties or maintenance contracts, and a replacement schedule for mission critical equipment.

The department needs to add 3 to 5 new clinical sites to meet the demands created by increasing C.N.A.; and, loss of acute care sites for the PN Program.

8.1.2 Updates on Long-Term Goals
All of the strategies listed above have been implemented. The focus of academic year 2014 - 2015 includes an exploration of resources to incorporate to increase on-line education including the incorporation of electronic documentation in skills labs, and the development of PN 170: Physical Assessment as a hybrid offering. During faculty planning, all courses will be reviewed through the lens of increasing on-line resources and instruction.

8.2 Short-Term Goals
Promote student utilization of success strategies including Math Resource center, PN Success Center, Open Labs, and faculty tutoring.
- KPIs: Student persistence, graduation rates.

Develop dynamic, interactive Success Assignments so as to emphasize success strategies.
- KPIs: Student persistence, graduation rates

Implement and promote the Virtual nursing success center blog with the assistance of the Educational Technology Center.
- KPIs: Student persistence, student satisfaction, graduation rates
- Actions/resources: Start-up issues, AV support.

Incorporate reading as a pedagogical activity by participating in common read projects and encouraging students to increase the amount of time they spend reading each week.
- KPIs: graduation/transfer rates, general learning outcomes
- Actions: Need to include more non-nursing books.

Incorporate writing as a pedagogical activity across health occupations and practical nursing programs including the use reflection essays as well as documentation exercises as needed in the workplace.
- KPIs: graduation/transfer rates, general learning outcomes.

8.2.1 Actions/Resources Required
Need instruction on blog development and management, and use of WordPress.
Need staff support for video portion of nursing success center blog.

8.2.2 Updates on Short-Term Goals
All of these activities are in progress. The blog has been initiated and faculty are preparing to develop a video in December 2014.
9 Accreditation Standards

9.1 Specialized Accreditation

The Practical Nursing Program is approved by the Kansas State Board of Nursing. We have attached for your review and consideration a copy of our updated Program Evaluation Plan. Our next approval visit is scheduled for fall 2015. Standards for KSBN approval are found in the Nurse Practice Act attached to this section. We have also attached information regarding the survey site visits. We are in good standing with the Board of Nursing, and have been recognized annually for the past five years for achieving a Pass Rate on the national licensing exam which is above the state and national average.

The IV Therapy Course is approved annually by the Kansas State Board of Nursing under regulations within the Nurse Practice Act pertaining to IV Certification for LPNs and Nursing Continuing Education.

The C.N.A., CMA, HHA, CNA-Refresher, and CMA-Update courses are approved individually of the Kansas Department of Aging and Disabilities Services - Health Occupations Credentialing. I have attached copies of the standards and requirements for these as well. We are in good standing with the Kansas Department of Aging and Disability Services - Health Occupations Credentialing. This agency approves each course individually each time it is offered.

CMA_Course_Instruction_Manual [PDF 219 KB 10/28/14]
CNA_Course_Instruction_Manual [PDF 525 KB 10/28/14]
Guidelines_for_Program_Survey_Visits [PDF 23 KB 10/28/14]
HHA_Sponsor_and_Instructor_Manual [PDF 4,531 KB 10/28/14]
npa [PDF 607 KB 10/28/14]
Program Evaluation Plan 2014 [DOC 424 KB 10/28/14]
Sponsor_manual_2009 [PDF 103 KB 10/28/14]

10 Resource Request/Adjustment

BudgetChart [XLS 2,000 KB 9/8/14]
Copy of Copy of Resource Request Adjustment [XLS 2,020 KB 11/12/14]

10.1 Long-range Adjustment to Resources

We anticipate the need to add additional high fidelity simulators to the Simulation Center in OHEC 205. Clinical placements are becoming more difficult to secure; and, findings of the Simulation Study conducted by National Council State Boards of Nursing suggest that outcomes for students who experienced 50% of their clinical time in simulation had the same or improved outcomes as compared to students who had less time in simulation. The Simulation Center at OHEC is slated to provide experiences for the Health Occupations students (especially those in our high school classes), and for the Respiratory Care, Polysomnography, and proposed Neuro-diagnostics Programs.

Over time, we will also need to update or replace some of our lab equipment including ECG Machine, Bladder Scan, Electronic Medication Carts, beds, low fidelity manikins as well to remain current with technology and to ensure realistic lab experiences for our students.

10.2 Educational Technology Support

1. D2L Training and Support
2. Blog development
3. AV and Technical Support for the Simulation Lab
4. Additional audio and video equipment for the Simulation Lab including wireless head sets for faculty; and, additional licenses for Studio Code to allow for debriefing multiple small groups of students during the same class period.
End of report